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ABSTRACT

This document contains the final report and manual from Project Network, an experimental learning program that allowed adult literacy learners to interact via the Internet. The classes consisted of instruction in the following areas: basic keyboarding, simple networking techniques, accessing America Online, sending and receiving electronic mail using a modem, using the information highway to develop problem-solving skills, researching topics, and downlinking and uplinking files. The approximately 40 students were assessed with portfolios that included a journal, authentic, and performance assessments. The average attendance at the classes was 90 percent. The computer extended and enhanced what students were able to produce. The technology helped students to explore the writing process and increase their motivation. The selection and manipulation of appropriate tools stimulated students' problem solving and other thinking skills. The manual contains a reflective document that discusses the following: goals and objectives, design of the program, priority learning goals, evaluation instruments and techniques, performance and authentic assessments, scoring of performance and authentic assessments, and recommendations. An appendix section contains a general synopsis of the project, course syllabus sampler, lesson plan examples, student work samples, search strategy worksheet, and Internet glossary. (YLB)

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ED 395 121

Project Network

1994-1995

FINAL REPORT

Project #98-5027

Pennsylvania Department of Education

Written by

Pedro J. Medina — Program Coordinator
Curriculum Writer

U.S. DEPARTMENT OF EDUCATION
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Northampton Community College

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PROJECT NETWORK

FINAL REPORT

Project #98-5027

Pennsylvania Department of Education

Written by:

Pedro J. Medina
Program Coordinator
Curriculum Writer

Fiscal Year: 1994-1995

Grantee: Northampton Community College
3835 Green Pond Road
Bethlehem, PA. 18017
(610) 861-5427

Federal Funding: $28, 359

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NORTHAMPTON COMMUNITY COLLEGE

ABSTRACT PAGE

Title:	Project Network	
Project No.	98-5027	Funding: $28,359
Project Director:	Dr. Manuel Gonzalez	Phone No. : 610- 861- 5073
Contact Person:	Pedro J. Medina	Phone No. : 610- 861- 5073
Agency Address:	Northampton Community College Adult Literacy Department 3835 Green Pond Road Bethlehem, PA. 18017	

Purpose:

Project Network was designed for students to interact with each other via the internet system. The students' interaction allowed them not only to acquire computer skills, but also enhanced their reading and writing skills. Furthermore, this program gave the students an alternative to proceed at their own speed with materials relevant to their lives, tailored to their personal interests, and compatible with their individual learning styles.

Procedures:

A computer specialist with a doctoral specialization in technology, two coordinators, and three teachers all with computer background were hired. NCC in conjunction with LCCC developed an experimental learning program via the internet. The classes consisted of instruction in basic keyboarding, simple networking techniques, accessing America on Line, sending and receiving Electronic Mail using a modem, employing the information highway to develop problem solving skills, researching topics, and down linking and up linking files. The students were assessed with portfolios that include a journal, authentic, and performance assessments.

Summary of findings:

The average attendance at the classes was 90%. The computer extended and enhanced what students were able to produce. The technology helped these students to explore the writing process and increase their motivation. The selection and manipulation of appropriate tools stimulated students' problem solving and other thinking skills. Also, students took great pride in using the same tools as professionals. The students' progress was evaluated using a portfolio with performance-based and authentic assessments.

Comments: (Conclusions, Findings, Barriers, if any) :

See detailed report

Product:

A computer networking manual was developed.

Descriptors: (To be completed by Bureau staff) :

Introduction:

Purpose:

Northampton Community College in conjunction with Lehigh Carbon Community College's Adult Literacy Department created a low-cost computer network model program. Project Network was designed for students to interact with each other via the internet system. The students' interaction allowed them not only to acquire computer skills, but also enhanced their reading and writing skills. Furthermore, this program gave the students an alternative way to proceed at their own speed with materials relevant to their lives, tailored to their personal interests, and compatible with their individual learning styles.

Goals:

The goals of this project were:

1. to empower the adult learner by using the internet system.

2. to promote the use of technology in adult literacy.

3. to develop a low cost computer networking system for non-technical adult literacy staff.

Objectives:

The objectives of this project were:

1. by June, 1995 the Northampton Community College and Lehigh Community College adult literacy classrooms will be linked via the internet.

2. by June 1995, 100 hours of instruction on basic computing and the internet system will be provided for 30 students.

3. by June 1995, create a manual for statewide dissemination to all adult literacy providers, on computer-assisted instruction and the internet.

Time frame:

The adult literacy students received 120 hours of instruction from November 1994 to June 1995. Instruction included basic computing and knowledge of the internet, which enhanced their problem solving, reading, reflective, and writing skills.

Staff:

Project Network's staff included the following:

Dr. Manuel Gonzalez-	Director of Adult Literacy Northampton Community College
Mrs. Lauren Giguere-	Director of Adult Literacy Lehigh Carbon County Community College
Ms. Teresa Marks	Administrative Coordinator of Adult Literacy Northampton Community College
Mr. Pedro J. Medina-	Project Network's Coordinator, Computer Specialist, and Curriculum Writer Northampton Community College
Mrs. Robin Rotariu-	Project Network's Coordinator Lehigh Carbon County Community College
Mrs. Belén Medina -	Project Network's Instructor Northampton Community College
Mrs. Charlene Mann-	Project Network's Instructor Lehigh Carbon County Community College
Ms. Gwen Ruth-	Project Network's Instructor Lehigh Carbon County Community College

Audience:

This final report (on computer assisted instruction and the use of the internet) was prepared for statewide dissemination to all adult literacy providers.

Sources of dissemination of the project:

The final report and product will be disseminated by the Bureau of ABLE , Western PA Adult Literacy Resource Center, and AdvancE.

Bureau of Adult Basic and Literacy Education Programs, Pennsylvania Department of Education, 333 Market Street, Harisburg, PA 17126-0333

AdvancE, PDE Resource Center, Pennsylvania Department of Education, 333 Market Street, 11th floor, Harrisburg, PA 17126-0333

Western PA Adult Literacy Resource Center, 5347 William Flynn Hghwy., Route 8, Gibsonia, PA 15044-9644

Northampton Community College College, Adult Literacy Department 3835 Green Pond Road, Bethlehem, PA 18017

Body of the report:

Statement of the problem:

The Office of Technology Assessment (OTA) study "Adult Literacy and New Technologies: Tools for a Lifetime, " finds that technology is not a central consideration for most literacy programs. Computers are the most prevalent technology for literacy, but no more than 15 percent of literacy providers use them regularly for instruction and many do not use them at all. Another serious problem is the limited knowledge and training among staff and volunteers in the use of technology as a teaching tool. Computer-assisted instruction could enable learners to proceed at their own speed with materials relevant to their lives, tailored to their personal interests, and compatible with their individual learning styles.

Explanation of the Project Goals

The first goal "to empower the adult learner by using the internet system" was accomplished.

Many of the people who arrived searching for ESL/or ABE classes were persons who failed in the conventional educational system. Project Network offered students hands-on experiences with the internet. The use of the computer extended and enhanced what students were able to produce. Furthermore, students had the opportunity to apply basic computing skills in their daily writing and reading work; and shared through the internet with other persons around the world (See appendix B for LCCC's example.)

The second goal "to promote the use of technology in adult literacy" was accomplished.

Project Network offered the instructor the opportunity to link significant learning goals with instruction and technology.

During this program, the students learned to appreciate and take pride in their work. Furthermore, technology allowed the students to discover their own capabilities. After students discovered their own capabilities, the instructors saw a greater cooperative effort and exchange of knowledge. The students took pride in their creations.

At the Bethlehem site, the students participated in all the processes: selecting reading materials, next class objectives, type of assessment, and evaluation.

The third goal "to develop a low cost computer networking system for non-technical adult literacy staff" which was modified and restated "to develop a low cost computer networking system" was accomplished.

A low cost computer networking system was developed. The computer networking system was developed using a computer with a modem to receive an interactive computer on-line service provider such as *America On Line*. Furthermore, the interactive system allowed students to communicate around the world and receive information on topics such as interactive live conversations, news, educational information, travel, shopping, etc..

The Project Network staff in both sites had computer knowledge and extensive educational and practical backgrounds. There is no doubt that both computer knowledge and educational background helped with the success of this program. On the other hand, due to the time constraint of the project,, it could be difficult to accomplish the goals and learning objectives if the staff was non-technical. In addition, there were many terms and techniques that required educational and computer knowledge which were prerequisites to ensure students' success.

Objectives:

The objectives of this project were:

1. by June, 1995 the Northampton Community College and Lehigh Community College adult literacy classrooms will be linked via the internet.

2. by June 1995, 100 hours of instruction on basic computing and the internet system will be provided for 30 students.

3. by June 1995, a manual will be created for statewide dissemination to all adult literacy providers, on computer-assisted instruction and the internet.

Explanation of the Project's Objectives:

The first objective was modified and accomplished.

In addition to linking both adult literacy classrooms at Northampton Community College and Lehigh County Community College, many more links were significantly made with classrooms and participants from other countries via the internet. Students from both sites had the opportunity to do research and learned important aspects about the history, political situation, and culture from their native country through the internet. Furthermore, at the Allentown site,students had the opportunity to interact with a person in Russia. At the Bethlehem site, a nun had the opportunity to interact with one of the nuns from her congregation in Argentina.

The second objective was modified accomplished.

Since its inception, the proposed instructional plan was modified in two areas. First, two instructional groups were created, one afternoon ABE group and one evening ESL group. At the Northampton site, 21 students received instruction. There were 15 in the afternoon section and 6 during the evening section. At the Lehigh County Community College site, a similar amount of students received instruction too. . Secondly, it was agreed that if needed, the instructional time frame would be expanded over 100 hours. As it turned out, twenty more instructional hours were provided for Northampton Community College students than for counterpart Lehigh County Community College students.

Understanding that there were some problems searching for the adequate equipment which was needed to access the internet. At the Northampton Community College site, both program coordinator and instructor agreed to extend the instructional hours from 100 to 120.

The third objective was accomplished.

A manual for statewide dissemination to all adult literacy providers on computer-assisted instruction with an example of an internet interactive service provider was produced. Included in the manual is information about the program, potential problems, sample lesson plans, examples of students work, and bibliography.

Evaluation instrument (s) /techniques:

It is important to have a general background in educational assessment to understand some of the complex issues involved in assessing a bilingual student (Crawford, 1987, & Cummins 1988) . The Medina & Medina (1991) Multidimensional Bilingual Instruction & Evaluation Adult Learner Model was implemented with the Northampton Community College students. The model is founded in multidimensional disciplines approaches, which includes bilingual, multicultural, qualitative, and quantitative areas. In order to implement this model, the instructor should have an adequate academic knowledge in the areas of bilingual/bicultural education and assessment.

An educator needs to have a clear understanding of the following concepts such as ***assessment*** , ***evaluation***, ***rubric***, and ***progress***s. On the other hand, in developing or using an assessment, it is important to remember that just because a test is labeled as a measure of a specific subject, it does not necessarily mean that test scores are legitimate (Cunningham, 1987).

All types of assessments have their pros and cons, but with authentic assessments such as performance assessments, the instructor receives a better understanding of the students. Based on the Medina & Medina (1991) Multidimensional Bilingual Instruction & Evaluation Adult Learner Model, the Northampton Community College students received authentic real-world tasks which prepared each of them to become educated and productive in the real world. For that reason, the students' progress was evaluated by using a portfolio with performance-based and authentic assessments.

When the students at the Bethlehen site came to the classroom the first day, the instructor explained that each student was going to learn to use the computer and also that they were going to enhance their reading and writing skills in English. The instructor explained that the students would create several projects that would allow them to enhance their reading and writing skills in English by using the computer. The idea of a portfolio was explained to the students. They were also told that they would participate in selecting the pieces included in their portfolio. The instructor explained what a journal is and the importance of it. The students suggested that the journal be included in their portfolio. Moreover, at the end of that day instructor and students made the first entry together.

One of the advantages of performance assessments is their ability to evaluate skills that cannot be measured by the conventional written tests. For example, during a performance assessment the instructor uses a checklist in which the evaluator (first the student and then the teacher) will write *Y* if the skill has been demonstrated or *N* if it is absent. The students are given the necessary steps in advance to earn rubric scores. Rubric scores demonstrate an encouraging message about how much students have accomplished so far, rather than what was wrong with their performance. Before handing any paper to the instructor, the students it using the rubric.

All the assessment pieces that the Northampton Community College students used were included in their portfolios and described something about their real world situation (See appendix B for examples). All the pieces were authentic assessments that measured whether they accomplished the goals established at the beginning of the course. The students accomplished all their learning goals. For example, students who did not write in previous classes wrote their own stories and looked forward to sharing them through the internet. They had the opportunity to discover their own capabilities.

Procedures for the dissemination of the findings and the product

The manual is presented in simple educational terms which will be easily understood by an instructor. The author will demonstrate the manual and hands-on activities in a local in-service workshop to be arranged by the Adult Literacy Director, Dr. Manuel González. He will make an application to present this project at a statewide conference. This final report and the final product will be disseminated by AdvancE, the Bureau of ABLE & Western PA Adult Literacy Resource Center; in that way all literacy programs throughout the state will be advised of the scope and completion of this project.

Project Network

MANUAL

1994-1995

Project #98-5027

Pennsylvania Department of Education

Produced by

Dr. Manuel Gonzalez	Director of Adult Literacy Northampton Community College
Pedro J. Medina	Program Coordinator, and Curriculum Developer Northampton Community College

Northampton Community College

Project Network Manual

Project #98-5027

Pennsylvania Department of Education

Produced by

Dr. Manuel González- Director of Adult Literacy
Northampton Community College

Pedro J. Medina - Program Coordinator,
and Curriculum developer
Northampton Community College

Fiscal Year: 1994-1995

Grantee: Northampton Community College

3835 Green Pond Road

Bethlehem, PA. 18017

(610) 861-5427

Federal Funding: $28, 359

Pennsylvania Department of Education Disclaimer

This manual is a result of a project supported in whole by the Pennsylvania Department of Education. However, the opinions expressed do not necessarily reflect the position or policy of the Pennsylvania department of education, and no official endorsement should be inferred.

ACKNOWLEDGMENTS

I wish to thank Dr. Robert Kopecek, President of Northampton Community College, Bethlehem, Pennsylvania, Dr. Manuel Gonzalez, Director of Adult Literacy at Northampton Community College, Mrs. Lauren Giguere, Director of Adult Literacy at Lehigh Carbon Community College, Ms. Teresa Marks, Administrative Coordinator of Adult Literacy at Northampton Community College, Mrs. Robin Rotariu, Project Network's Coordinator at Lehigh Carbon Community College, Mrs. Belen Medina, Project Network's Instructor at Northampton Community College, Mrs. Charlene Mann and Ms. Gwen Ruth Project Network's Instructors at Lehigh Carbon Community College, and Ms. Dawn Ziegel, volunteer at Lehigh Carbon Community College.

Special thanks to the students who agreed to participate in the project.

Pedro J. Medina
Curriculum Developer

If you are interested in replicating *Project Network* , in this manual you will find ideas that will help you. However, please understand, that there is not a prefabricated educational model that will, in general terms fit your audience needs. It is your responsibility to adapt it. Only through assessments can you as an educator fit and customize the experience from other educational models.

My intention with the development of this Project Network Manual is to give you, the reader two educational pieces: a reflective document, where you may feel our real experience with the project; and an appendix with a "how to" approach.

In the reflective document, I discuss educational foundation areas that are needed for a clear explanation of Project Network. Among the areas presented in this manual are: *goals and objectives, design of the program, priority learning goals, evaluation instruments and techniques, performance and authentic assessments, scoring of performance and authentic assessments, and recommendations.*

Furthermore, included is an appendix section where you will find themes like: *Things you will need ..., General synopsis of Project Network, Sending a message in America On Line, Course syllabus sampler, Lesson plan examples, Student work samples, a Search Strategy Worksheet and an Internet Glossary.*

Rationale:

The Office of Technology Assessment (OTA) study "Adult Literacy and New Technologies: Tools for a Lifetime," finds that technology is not a central consideration for most literacy programs. Computers are the most prevalent technology for literacy, but no more than 15 percent of literacy providers use them regularly for instruction and many do not use them at all. Another serious problem is the limited knowledge and training among staff and volunteers in the use of technology as a teaching tool.

The Adult Literacy field is a challenging one, especially English as a Second Language (ESL) classes. The increasing diversity of the ESL population makes it imperative that teachers, administrators, and counselors be able to respond to students of different ethnic groups and cultural background. The instructor has two major challenges: (1) understanding his/her diverse population and being sensitive to them and (2) identifying his/her students' learning styles. Culture is crucially important at the collective and individual levels for the academic achievements and overall psychological adjustment of the immigrants, refugees, and other minority groups (Trueba, 1988). Teachers' roles are changing, and there is a need for more integrated and continuous teacher education (Joshi, 1993). It is important to respect students' cultures, and to respect them it is important to understand their cultures. If teachers do not understand their students' culture, misunderstanding will arise. Overall, teachers in particular, must assume responsibility to be aware of students' cultural and learning styles differences.

Computers and various electronic information systems are playing an important part in literacy training. The Equity and Excellence in Education Act of 1990 addressed the critical role of new technologies of production and communication in society and the imperative of expanding literacy to modify and adapt to these technologies.

Furthermore, computer-assisted instruction (CAI) is gaining acceptance by tens of thousands of literacy students who feel that they are finally a part of mainstream culture. Students who are often terrified by traditional learning environments where they have a history of failure will respond with self-esteem and self-confidence in a computer class. Moreover, students with computer knowledge have an alternative to the low paying jobs that are often their only employment opportunities.

Cyberspace is an experience that is about people using new technology to communicate with one another. Millions of personal computers are connected by modems to commercial on-line services, local area networks, office E-mail systems, and the Cyberspace/Internet. Cyberspace also encompasses the rapidly expanding wireless services. This technology does not automatically improve learning but rather creates opportunities for improvement. Indeed, I contend, that we must choose the right time to adopt a new type of technology. Faculty support is imperative. The benefit of electronic mail for commuting students is excellent, and the integration of information technology with other elements of curriculum reform, including cooperative learning and project-type assignments, constitute an asset.

However, in adult education, the educational setting is important to ensure that teachers are trained on how to use the technologies offered. Otherwise, computer use in the classroom will be relegated to the tasks of word processing, E-mail, and typing drills.

Many of the people who arrived searching for ESL classes are persons who failed in the conventional educational system. Adult Literacy department's directors are constantly trying to offer programs that can give the students an alternative to proceed at their own speed with materials relevant to their lives, tailored to their personal interests, and compatible with their individual learning styles.

Dr. Manuel González- (Director of Adult Literacy Northampton Community College) and Mrs. Lauren Giguere-(Director of Adult Literacy Lehigh Carbon County Community College) wrote a proposal to create a low-cost computer network model program. Project Network was designed for students to interact with each other via the internet system. The students' interaction allowed them not only to acquire computer skills, but also to enhance their reading and writing skills.

Goals:

The goals of this project were:

1. to empower the adult learner by using the internet system.
2. to promote the use of technology in adult literacy.
3. to develop a low cost computer networking system for non-technical adult literacy staff.

Explanation of the Project Goals:

The first goal "to empower the adult learner by using the internet system" was accomplished.

Many of the people who arrived searching for ESL/or ABE classes with persons who failed in the conventional educational system. Project Network offered students hands-on experiences with the internet. The use of the computer extended and enhanced what students were able to produce. Furthermore, students had the opportunity to apply basic computing skills in their daily writing and reading work and shared through the internet with other persons around the world.

The second goal "to promote the use of technology in adult literacy" was accomplished.

Project Network offered the instructor the opportunity to link significant learning goals with instruction and technology.

During this program, the students learned to appreciate and take pride in their work. Furthermore, technology allowed the students to discover their own capabilities. After students discovered their own capabilities, the

instructors saw a greater cooperative effort and exchange of knowledge. They took pride in their creations. At the Bethlehem site, the students participated in all the processes: selecting reading materials, next class objectives, type of assessment, and evaluation.

The third goal "to develop a low cost computer networking system for non-technical adult literacy staff" which was modified and restated "to develop a low cost computer networking system" was accomplished.

A low cost computer networking system was developed. The computer networking system was developed using a computer with a modem to receive an interactive computer on-line service provider such as *America On Line.* Furthermore, the interactive system allowed students to communicate around the world and receive information on topics such as interactive live conversations, news, educational information, travel, shopping, etc..

The Project Network staff, in both sites, had computer knowledge and extensive educational and practical backgrounds. There is no doubt that both computer knowledge and educational background helped with the success of this program. On the other hand, due to the time constraint it could be difficult to accomplish the goals and learning objectives if the staff was non-technical. In addition, there were many terms and techniques that required

educational and computer knowledge which were prerequisites to ensure students' success.

Objectives:

The objectives of this project were:

1. by June, 1995 the Northampton Community College and Lehigh Community College adult literacy classrooms will be linked via the internet.

2. by June 1995, 100 hours of instruction on basic computing and the internet system will be provided for 30 students.

3. by June 1995, a manual will be created for statewide dissemination to all adult literacy providers on computer-assisted instruction and the internet.

Explanation of the Project's objectives:

The first objective was modified and accomplished.

In addition to linking both adult literacy classrooms at Northampton Community College and Lehigh County Community College, many more links were significantly made with classrooms and participants from other countries via the internet. Students from both sites had the opportunity to do research and learned important aspects about the history, political situation, and culture from their native country through the Internet. Furthermore, at the Allentown site, students had the opportunity to interact with a person in Russia. At the Bethlehem site, a nun had the opportunity to interact with one of the nuns from her congregation in Argentina.

The second objective was modified accomplished.

Since its inception, the proposed instructional plan was modified in two areas. First, two instructional groups were created, one afternoon ABE group and one evening ESL group. At the Northampton site, 21 students received instruction. There were 15 in the afternoon section and 6 during the evening section. At the Allentown site, a similar amount of students received instruction too. Secondly, it was agreed that if needed, the instructional time frame would be expanded over 100 hours. As it turned out, twenty more instructional hours were provided for Northampton Community College students than for Lehigh County Community College students.

Understanding that there were some problems searching for the adequate equipment which was needed to access the Internet at the Northampton Community College site, both the program coordinator and the instructor agreed to extend the instructional hours from 100 to 120.

The third objective was accomplished.

A manual for statewide dissemination to all adult literacy providers on computer-assisted instruction with an example of an Internet interactive service provider was produced. Included in the manual is information about the program, potential problems, sample lesson plans, examples of students work, and bibliography.

Design of the program:

At the Bethlehem site as well as in the Allentown site, students were instructed in basic computing skills. Both sites had a diverse population including students from Colombia, Dominican Republic, El Salvador, Mexico, Portugal, Puerto Rico, and Vietnam. For example, at the Bethlehem site, when the students came to the classroom the first day, the instructor explained that each student was going to learn to use the computer and they were going to enhance their reading and writing skills in English. In addition, the instructor explained that they were going to create several multicultural projects that would allow them to enhance their reading and writing skills in English and their awareness about their classmates' culture. The idea of a portfolio was explained to the students. They were also told that they would participate in selecting the pieces included in their portfolios. What is a journal and the importance of it was explained. The students suggested that the journal be included in their portfolios. Moreover, at the end of that day, students and instructor made the first entry together. A portfolio was selected because it offered opportunities for the students to become more perceptive about their own work and to present themselves to others as learners and developing writers. The students were involved in selecting books, materials, and activities. At the end of each lesson, students and instructor reflected about the lesson. The instructor and students decided what the objectives of the next class would be.

Plan of action

At the Bethlehem site, the instructor linked significant learning goals with instruction and assessment. Furthermore, she evaluated her students' progress with authentic assessments. Students' authentic and performance assessments are completed for reasons beyond a grade written in a paper. The students used computers primarily for word processing and communicating through the Internet. Also, they used the technological tools to organize and present any kind of information. The computer extended and enhanced what students were able to produce. The technology helped these students to explore the writing process and increase their motivation. The selection and manipulation of appropriate tools stimulated students' problem solving and other thinking skills. Also, they took great pride in using the same tools as a professional.

During assessment, the process is as important as the product. As an example, when fieldwork is assigned, the students work in groups. After completing a fieldwork assignment and before submitting something to the instructor, they critiqued it and discussed ways to improve their techniques. Each student took responsibility for aspects of the task (such as typing, writing style, spelling, etc.) The instructor's role during those fieldwork experiences was as a coach. She provided structure and actively supported students' performances and reflections. For each assessment she created a rubric that gave her a uniform way of assessment.

NCC Bethlehem's site Priority Learning Goals:

Students should be able to:

- Apply basic computer skills in their daily writing and reading works in the classroom.

- Communicate effectively in writing, more specifically to write a journal, newspaper and/or magazines article summaries, autobiographies, stories, and recipes using the computer.

- Reflect on their writing and reading process, evaluate them, and if necessary, search for ways of improvement.

- Analyze short stories that are significant in their lives and share them through the Internet with students at LCCC.

- Communicate effectively in their daily life activities.
- Appreciate and have pride in their work.

Our Bethlehem students agreed to divide their portfolio in four parts.

1. **"Just for me"** The students kept a journal. At the end of each class, they wrote at least five sentences about today's class which was a reflection about the class.

   See Appendix **A** Journal entry example

2. **Reading logs** Each week students read a newspaper or magazine article about something that is significant in their lives and write a summary.

   See Appendix **B** Reading log example

3. **Important drafts** In this part, the students kept all the work done during the class period.

   See Appendix C Students' draft example

4. **"My master pieces"** In this part, students included three of their best pieces. "Best pieces" means the ones that show their accomplishments of the goals established at the beginning.

   See Appendix D Master piece example

   See a See Appendix E LCCC' example America On Line

Evaluation instrument (s) /techniques:

It is important to have a general background in educational assessment to understand some of the complex issues involved in assessing a bilingual student (Crawford, 1987, & Cummins 1988). The Medina & Medina (1991) Multidimensional Bilingual Instruction & Evaluation Adult Learner Model was implemented with the Northampton Community College students. The model is founded in multidimensional disciplines approaches, which include bilingual, multicultural, qualitative, and quantitative areas. In order to implement this model, the instructor should have an adequate academic knowledge in the areas of bilingual/bicultural education and assessment.

An educator needs to have a clear understanding of the following concepts such as ***assessment, evaluation, rubric,*** and ***progress***. On the other hand, in developing or using an assessment, it is important to remember that just because a test is labeled as a measure of a specific subject, it does not necessarily mean that test scores are legitimate (Cunningham, 1987).

All types of assessments have their pros and cons, but with authentic assessments such as performance assessments, the instructor had a better understanding of the students. The Northampton Community College students received authentic real-world tasks based on the Medina & Medina (1991) Multidimensional Bilingual Instruction & Evaluation Adult Learner

Model, which prepared each of them to become educated and productive in the real world. For that reason, the students' progress was evaluated by a portfolio with performance-based and authentic assessments.

One of the advantages of performance assessments is their ability to evaluate skills that cannot be measured by the conventional written tests. For example, during a performance assessment the instructor uses a checklist in which the evaluator (first the student and then the teacher) will write ***Y*** if the skill has been demonstrated or ***N*** if it is absent. The students are given the necessary steps in advance to earn rubric scores. Rubric scores demonstrate an encouraging message about how much they accomplished so far, rather than what was wrong with their performance. Before handing any paper to the instructor, students have scored it using the rubric. All the assessment pieces that the Northampton Community College students used were included in their portfolios and described something about their real world situation.

All the pieces were authentic assessments that measured whether they accomplished the goals established at the beginning of the course. The students accomplished all their learning goals. For example, students who did not write in previous classes wrote their own stories and looked forward to sharing them through the Internet. They had the opportunity to discover their own capabilities.

Why performance and authentic assessments?

The performance assessments were based on meaningful tasks that were complex and challenging, that were consistent with goals for learning, that were closely related to real world skills and challenges that allowed students to use the process and strategies that were relevant to genuine performance.

In these performances, knowledge and skills were integrated. In addition, opportunities were provided in at least three performances for collaboration with their classmates. The criteria for performance evaluations was directed toward revealing what the students accomplished.

Student Activity Example

Newspaper/magazine article's presentation

Student's instructions

1. Select an article from a newspaper or a magazine that is **significant** to your life.

2. After selecting the article, read, and make a summary.

3. You should give a summary to your classmate with the following information: who, what, when, where, how, and why that article is significant to your life.

4. For the class presentation, you should present the theme.

5. At the end of your class presentation you should ask for feedback about your article, your work, and performance. After that, you should present your reflection.

Rubric

Scoring Performance Assessments

During this performance assessment, the instructor will be using a checklist in which the evaluator is going to write **Y** if the skill has been demonstrated and **N** if it is absent.

Checklist for Newspaper/ magazine article's presentation

Y= **yes**

N= **no**

Directions: Write **Y** or **N** to indicate whether the characteristic has been demonstrated.

1. The student introduces the article's theme. ____

2. The summary includes at least three of the following: who, what, when, where, how, and why is that article significant to your life. ____

3. The student asks for feedback about article, work, and performance. ____

4. The student presents his/her own reflection about at least two of the following: the article, the work, and performance. ____

Project Network Recommendations

Staff

1. All staff needs to have an academic and or technical training background in computers and education.

Understanding the complexity of developing multiple types of assessment significant to the technology being used as well as working with **multidimensional real life connections curriculum**, instructors as well as specialists need to have practical and academic teacher training background.

Computer interactive technology offers a new type of cultural awareness that teachers need to be sensitive to and master it first before they try to teach it.

2. All staff should be sensitive to students' needs.

> The basic component of any Adult Literacy program is its students. Students of English as a Second Language need professionals who are sensitive to the diversity of their students.

To survive in this test-conscious society, we as educators need to learn how to give the students well constructed, appropriate, and significant tests. Also we need to teach our students the skills needed so that the tests can measure the students' ability with maximum accuracy (Ovando & Collier, 1987).

3. All staff need to understand and address the Privacy Act.

There is no doubt that we need to adequately address the students' rights toward privacy in all the educational processes. During the intake data form, testing, classroom instruction, comments, and counseling (Medina & Torres, 1995). Furthermore, with the use of the Cyberspace/Internet where students may interact with other students from around the world, it is important and safe to address strategies as to safeguard the students' privacy rights.

For example, a youth's parody on the Internet brings punishment and a free- speech fight (Mavrides, 1995). On May 26, High school senior Paul K. Kim of Bellevue, Wash., landed himself in trouble when he put a sex-tinged lampoon of his high school classmates on the Internet's World Wide Web. In response, principal Karin Cathey faxed letters to seven universities to which Kim had applied, informing them that she was withdrawing the school's endorsement of his National Merit Scholarship and any recommendations that high school administrators might have given him. Kim has written letters to the school district appealing the loss of his chances at he scholarship, and the American Civil Liberties Union is involved on Kim's behalf.

Furthermore, in February 1995 a writer was arrested after sending violent fiction over Internet. University of Michigan student, Abraham Jacob Alkhabaz, who uses the name Jake Baker, was jailed after publishing a sexually violent work of fiction about a classmate on the global Internet computer network and was denied bail. The student composed three sexual

fantasies, which he posted on *alt.sex.stories*, a news group on the Usenet computer network that is distributed via the Internet. According to Baker's stories were graphic tales of women being assaulted, sexually abused, and murdered by men who exhibit no remorse. What landed Baker in trouble was the fact that one of the female characters was named after a real female student in one of his classes. When discovered, Baker was subjected to a psychological evaluation and escorted off campus. FBI agents then arrested him under a federal statute that prohibits interstate transmission of a threat to kidnap or injure. Baker has insisted that he never meant to hurt anyone. His case has aroused controversy over issues of the First Amendment and pornography. Magistrate Thomas Carlson of Federal District Court in Detroit said that the writings suggested that Baker was "disturbed" and "dangerous" (Philip, Elmer-Dewitt 1995).

4. Computers

A program like ***Project Network*** needs the commitment of not only funds and adequate personnel, but also designated equipment which may be fully used as the student and course needs emerge. For example, in our Bethlehem facility, due to the type of computers available and "ownership problems," the interactive software could not be installed until all the bureaucratic trouble shooting was over. For future projects these problems may be prevented if during the writing of the proposal, we clear the feasibility process of adequately using the computers or equipment needed for the implementation of the proposal at the designated time.

5. Time is a relevant factor in determining students' hands-on experience with technology.

For example, in ***Project Network*** the 100 instructional hours were divided into two fifty hours courses, limiting the students instructional and laboratory opportunity time with an instructor. More instructional and laboratory time is needed. Due to this concern and with the consultation and approval of Ms. Teresa Marks, I decided to extend the project to 20 more hours.

There is no blue-print on how much time we should devote to teaching hands on in computer technology. What is very clear is that instructional support is needed whenever a student is working with a computer in an educational setting.

6. Students who are often terrified by traditional learning environments where they have a history of failure will respond with self esteem and self confidence in a computer class. Moreover, students with computer knowledge have an alternative to the low paying jobs that are often their only employment opportunities.

At the Bethlehem center, a student from ***Project Network*** was promoted in his work from a laborer position in auto parts package handling to an office data entry position.

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Appendix

Appendix A

Things you will need ...

English as a second language instructors need to include authentic texts and up-to-date cultural information to their classes. An exceptional opportunity to find authentic information is the use of the Internet and Cyberspace.

Cyberspace is the whole range of information resources available thorough the computer networks. Furthermore, Cyberspace is an experience that is about people using new technology to communicate with one another. Cyberspace also encompasses the rapidly expanding wireless services. Millions of personal computers are connected by modems to commercial on-line services, local area networks, office E-mail systems, and the Internet.

The Internet is a network of computer networks, which are interconnected at all times. It spans the globe, connecting more than 100,000 machines, many of which serve as hubs for local networks, serving scores of users each. The Interent is maintained by the National Science Foundation. Moreover, the Internet e-mail service is used in many commercial network programs like America Online.

The Internet is a network of computer networks, each of which in turn links computers belonging to anyone, including government agencies, colleges, corporations, and private individuals. More than three million computers and 45,000 networks are wired to the Internet, and the Internet Society estimates that between 20 million and 30 million people use it. Internet is designed to link institutions, but other less expensive and smaller networks, such as CompuServe, Prodigy, and America Online, are linking individual computer users. There are also thousands of volunteer electronic

bulletin board services (BBSs) that enable users to argue politics, ask technical questions, and exchange messages.

Numerous Internet training sources are available on the Internet itself. This service is especially valuable because any published training manual, printed directory, or popular Numerous Internet training sources are available on the Internet itself. For example America Online has an on-line *HELP* service that teaches you interactively how to navigate.

Instructors value the use of libraries. Electronic networks are becoming an increasingly important way for libraries to develop and extend their services. According to Art St. George of the University of New Mexico, more than 40 U.S. library systems can now be accessed through Internet, a national research and education network that consists of several interconnected networks. Internet allows users to search geographically distant library catalogs such as resources, which include data from such government agencies as the Library of Congress and the U.S. Census Bureau, frees libraries of the cost involved in locally creating and maintaining databases, and provides librarians with information that helps them develop their collections. As an Internet surfer you need to study the standards for search and display commands used in your network like America On line for downloading information (Weber, 1990).

Things you will need for Project Network

1. **Computers**

- with the capability of running Windows 3.1 or higher.
- at least 4 megabytes of random-access memory.
- with a floppy disk drive capable of reading either 3 1/2" or 5 1/4" floppy disks.
- with a mouse.

2. **Telephone lines**

- It is important that your telephone plugs into a modular telephone jack.

3. **America Online's membership kit**

- The official America Online Membership includes a disk and certificate.
- The certificate contains a temporary account number and a temporary password.
- After you receive your membership kit you are ready to install AOL .

4. **Modems**

- The best modems are rated at 9600 baud. Baud rate means bits of data per second.
- You will need a PC-to modem cable.

5. **Commercial services** such as:

- Compu Serve (800/848/8990)
- America Online (800/827/6364)
- Prodigy (800/776/3552)
- GEnie (800/638/9636)
- E-World (800/775/45560)

5. **Credit card**

- Before you sign for the America Online services you need to provide a credit card number.

6. **Screen names**

- A screen name is the way *America Online* identifies a member.
- An account number allows as many as five screen names.

7. **Personal password**

- A personal password is needed every time that a person signson.

Appendix B

LCCC's general synopsis of Project Network

GENERAL SYNOPSIS OF PROJECT NETWORK

Both classes became proficient with the keyboard and its five major areas (typing keys, computer keys, number keys, function keys and cursor keys) by using the typing tutor program. With regard to WordPerfect, students learned about how to start the program, save and clear the screen, save and continue with the same document, use the insert mode and typeover mode, save and replace the document's name, retrieve a document, delete text, and view and print the document.

Each class also participated in literacy activities. One group read "Phantom of the Opera" and students also watched the video (at home). This led to class discussion of the differences between the book, the video and the play. The other class read "Life of a Busy Stockbroker" by O. Henry and "The Bride Comes to Yellow Sky" by Stephen Crane. Some of their exercises included learning about the background of the authors, exercises from the book, vocabulary, parts of speech, and practice with reading comprehension.

Both classes indicated enjoyment in using the America Online features - especially in participating in the chat rooms. E-mail messages were both sent and received. The classes spent time looking at some of the many educational and travel services which are available through AOL. They learned about the career services (resumes and want ads), printing out information and signing on/or off. The students learned that many aspects of society (including radio and TV talk shows) now use some type of internet communication.

Student evaluations indicated the success of the program.

Appendix C

LCCC 's sending a message in

America On Line

SENDING A MESSAGE IN AMERICA ONLINE

1. Turn on the Computer, Monitor, and the Modem.

2. When the Main Menu appears select number 6 (Communications).

3. To prepare your message while Off Line:
   Point to the top left corner of the Sign-On window.
   Double click on the dash in the small box.
   The Sign-On window will close.

4. Click on Mail in the Menu Bar.
   Use the Tab Key to move to the next rectangle box.
   (Do not use the Tab Key in the text.)

5. When you have completed your letter click on Go To in the Menu bar.
   Click on Set Up & Sign On
   Click on Sign On
   Enter the password when AOL stops
   When the connection is completed click on the OK box.

6. You will need to close the Welcome Window to get back to your letter. Double click on the dash in the small box in the upper left corner of the window.

7. Click on the SEND Icon on the left side of the screen to send your message.

pjm @ lehigh.edu

Appendix D

LCCC's America Onliine

Lehigh Carbon Community College
Allentown City Site
609 Hamilton Mall, Allentown, PA

America

Online

M. Ziegler

Welcome to America Online

When you first logon to America Online, the window shown in figure 3.18 serves as your introduction to the service.

The following paragraphs describe the options you find in this Welcome screen.

- On the right side of the window, you see information about the latest news and special features and services you might want to check out further.

- At the bottom left of the Welcome window, you see an icon showing whether you've received any E-mail (You Have Mail). If you have America Online's default sounds activated, your sign-on is punctuated with a "Welcome" greeting, followed in a few seconds by a "You've Got Mail" announcement. Clicking on the You Have Mail icon brings up a directory of the mail you've received since you last logged on. (If you haven't received any E-mail, the icon is labeled No Mail).

- The Discover AOL option is your gateway to exploring new features and to finding your way around the service quickly.

- The last option on the Go To menu, Departments, takes you on to stage two, the gateway to America Online's eight departments, shown by graphical icons. This option is also available directly from the Go To menu.

Using the Departments Option (Ctrl+D)

The Departments option on the Go To menu is the shortcut to take you to the graphic screen representing the eight main areas of America Online.

Using the Keyword... (Ctrl+K)

The Keyword feature is a fast and easy way to get anywhere online. Just select this command from the Go To menu, or press the keyboard shortcut Ctrl+K. Then enter the keyword in the Keyword box, and you are transported to that location in just seconds.

Many of the keywords on America Online are intuitive. If you want to learn more about computers, for example, you type the keyword Computing. If you want to read the latest issue of Time magazine online, type the keyword Time. The Keyword Help button on your Keyword box brings up a list of current America Online keywords.

Using the Mail Menu

Perhaps the most rewarding part of your online experience is the ability to send and receive electronic mail. The major features for creating and reading E-mail are found in the Mail menu, shown in figure 3.20.

You can compose your E-mail online, or do it offline and send it with a Flash Session. The following paragraphs describe the options you find on the Mail menu.

Using the Compose Mail Option (Ctrl+M)

This command brings up the regular America Online E-mail window. It consists of a blank mail form that you can fill in and send while online.

Using the Read New Mail Option (Ctrl+R)

When you receive an announcement online that mail is in your mailbox (or when you see the icon change on your Welcome screen), just select this option, press Ctrl+R, or click on the You Have Mail icon at the bottom left of your AOL Welcome screen. If you haven't received any new mail, the label No Mail appears beneath the icon.

Using the Check Mail You've Read Option

If you want to recheck mail you've previously read, this option is the way to do it, while you are online. You can use this feature to find out whether other recipients of this mail have seen it too. Your previously read mail is stored in this list for one week after you've read it.

Using the Check Mail You've Sent Option

If you're not sure whether you've sent a letter to another America Online member or you want to find out when it was received, just check this item while you're online. You then see a window listing all the mail you've sent. You can reread the message yourself, or click on the Status button to find out who read it and when. Unread mail is stored here for 30 days; otherwise, it's removed inside of two weeks.

Using the Fax/Paper Mail Option

America Online is a service that enables you to send mail to someone who isn't and online member. You can have your letter sent as a fax or via U.S. Mail. When you select this option while online, your bring up a window that contains full instruction on how to use this service, along with the prices for this extra-cost service.

Using the Directory of Services Option

This option is another shortcut to finding the area you want to visit on America Online. When you choose Directory of Services while online, the Directory of Services window appears on-screen in a few seconds. This window accesses America Online's database, which enables you to search the entire network for the area or topic you want to know about.

Select Search the Directory from this window, and enter the name of the area or the subject you want to know about. If locations that match your description can be found--and they usually are--you see a list of those areas, along with a summary of what the area deals with and the keywords with which you can navigate to that area quickly.

Using the Lobby Option (Ctrl+L)

This command takes you to the Lobby of America Online's People Connection.

Using the Members' Online Support Option

If you want to check your America Online bill, solve a problem with your software, or just learn more about the features available to you online, this option is the one to use. What's more, this area is free, meaning that you aren't charged for the time you spend in the Online Support section. A dialog box appears, asking you to confirm that you want to go into a free area, because other chat or gateway windows are closed in this area.

Using the Network News Option

Whenever America Online needs to send a message to everyone that's online at that moment, the program handles it through the Network News feature. With the Network News option, you can review all the items that have been sent to you during your online session. This option is useful if you've closed the Network News window to get more screen space with which to travel online.

Using the Edit Goto Menu Option

When you install America Online software, you have a list of ten regular spots to which you can travel simply by pressing two keys (Ctrl plus a number from 0 to 9).
Editing the Go To menu is a simple task. Just follow these steps if you want to change the default destinations shown in figure 3.19, which are set by the software.

1. In the Edit Goto Menu dialog box, type the name of the area you want to visit on the left, and the online keyword on the right. To move quickly from one entry to the next in the dialog box, just press Tab.

2. After you've made your changes and additions to the Go To menu, click on the Save Changes button. Your changes appear immediately in the Go To menu and are available immediately through your keyboard shortcuts.

Using the Members Menu

You learned about one option in the Members menu earlier. See figure 3.21

Using the Send an Instant Message Option (Ctrl+I)

An instant message is America Online's way of enabling you to hold an interactive "conversation" with another member, in private. Simply select this option, type the online address of the person to whom you want to send the message, and then enter your message. Click on Send or press Enter, and your message is sent almost instantaneously.

Using the Get a Member's Profile Option (Ctrl+G)

If you want to learn more about an online member, using this option is the way to do it. If the member has created an online profile, you can view it by selection this option.

Using the Locate Member Online Option (Ctrl+L)

Not sure whether your online friend is going to "meet" you at the appointed hour? Here's how to find out whether they're online. If the member is attending a chat or an online conference, you receive a message announcing where the person is. Otherwise, you are just notified that the person is online.

When you select this option, enter the screen name of the member for whom you're searching, and press Return or Enter. If that member is online, you know about it in just a few seconds.

Using the Search Member Directory Option

If you're not sure whether someone is a member of America Online, you can search the member directory and find out. You can look for a member by his or her real name or "screen" name. You also can examine members' online profiles, if they've posted one, and update your own profile at the same time.

Using the Edit Your Online Profile Option

When you sign on to America Online for the first time, you give yourself a screen name—a unique mailing address that's used as a primary address on your master account. You can add up to four additional screen names to this account, perhaps for different members of your family, or to created an "alter ego" for yourself.

Please note that you cannot sign on to more than one of these accounts at one time.

Using the Mail Gateway Option

This option takes you to America Online's Internet connection, your gateway to sending and receiving E-mail throughout the world on vast Internet networks.

Using the Address Book Option

As you develop a list of regular online friends, you'll want to put their names in your personal Address Book. This list is your own Rolodex that you can use to send mass mailings to a number of recipients or merely to look up the name of a single individual.

Using the Edit Menu

The first five selections on the Edit menu, as shown in figure 3.15, are much like what you'll find in any Windows application. They are Undo (Ctrl+Z), Cut (Ctrl+X), Copy (Ctrl+C), Paste (Ctrl+V, and Select All (Ctrl+A)

The Crop option is a part of version 1.2 of America Online's Windows software (it is not a part of earlier versions of this program). This option enables you to crop a portion of an image file you are viewing with the software, and to copy the portion into another document

If you need to refresh your skills on these and other standard Windows commands, please check the manuals that came with your Microsoft Windows software

Using the Go To Menu

The Go To Menu, as shown in figure 3.16, is your launching pad on America Online. It's your gateway to loads of undiscovered treasures that you can find during your travels online.

Setting Up and Signing On

The window shown in figure 3.17 appears automatically when you open your America Online software. You use this window to begin your online session or to change your modem setup.

Click on the Sign On button at the left of the window (or press Return of Enter) to begin the logon process. You use the Setup button in the middle of the window to change your connection phone numbers or your modem settings, and the Help button on the right to bring up the online Help menu to get you through the rough spots.

Using the Window Menu

As you continue to travel through the America Online community, your screen will soon become cluttered with many open windows. The Window menu is your tool for cleaning and clearing your screen. See figure 3.22.

NOTE: Notice that at the bottom of the Window menu is a list of all open America Online windows. After you've opened this menu, you can type the listed number to bring that window in front.

Using the Title Option

As you travel online, you begin to open window after window, and finally your desktop starts getting awfully cluttered. Tiling the windows enables you to place them side by side, neatly.

Using the Cascade Option

Cascade is another option you can use to organize your online windows. The Cascade option overlaps windows in neat form, from left to right, with the title of each window clearly displayed.

Using the Arrange Icons Option

The Arrange Icons feature arranges all icons neatly within an active window.

**Using the Close All Option

Everything has its limits, and your America Online software cannot just open an unlimited amount of windows without the chance that the program will run out of memory. Periodically choosing this option to close all the windows is a good idea. It cleans up your workspace once again.

Using the Remember Window Size and Position Option

You might decide that the default size of an America Online message window is too small or too large fro your screen. You can use this option to enable the program to recall the size and position of the type of window (E-mail, message, or whatever) that you have just chosen, so the program always opens that window in the same location with the same window size.

This feature doesn't work for all America Online windows. If it doesn't work in a window you've opened, the option appears grayed out in the Window menu.

Using the Remember Window Size Only Option

This option is similar to Remember Window Size and Position, but as you might expect, the position of the window is not saved.

Using the Forget Window Size and Position Option

If you decide to change the window to its default size and location, choose this option

Getting There By Keyboard

If you don't have a mouse hooked up to your computer, or you simply prefer using your keyboard, America online has a host of keyboard commands that are simple to learn and use. The keyboard shortcuts appear next to the matching menu commands, but osme of the shortcuts are described in more detail in the following paragraphs.

Using the Tab Key

Suppose that you are composing a letter to another America Online member. You can use the Tab key to move from one field to another, such as from the Subject field to the field where you write your letter. The Tab key works in any area where more than one field is avaliable to choose. Holding down the Shift and Tab keys at the same time enables you to move back to the previous field.

Pulling Down a Menu

To use the keybaord to open a menu, follow these steps:

1. Each menu bar item, such as File or Edit, has an underlined letter. If you press the Alt key plus that inderlined letter, the menu drops down, and a rectangle hilights the first entry in the menu.

2. Use the down-arrow key if you need to move the highlight down to the item you want to use.

3. Use the up-arrow key if you need to move the highlight up to the previous item.

4. Press Enter to activate the highlighted menu option.

Viewing a List of Keyboard Commands

This section contains a list of many of the keybaord shortcuts availabel with your America OnlineWindows software.

Function	Keyboard Shortcut
Access Download Manager	Ctrl+T
Cancel an action	Esc
Close a window	Ctrl+F4
Copy	Ctrl+C
Cut	Ctrl+X
Find a member online	Ctrl+F
Get member info	Ctrl+G
Move to previous button	Shift+Tab
Move to the next button	Tab
Move to the next window	Ctrl+F6
Open an new text file	Ctrl+N
Open an existing file	Ctrl+O
Open/Browse Dept. window	Ctrl+D
Open Keyword window	Ctrl+K
Open Lobby window	Ctrl+L
Open Mail window	Ctrl+M
Paste	Ctrl+V
Read new mail	Ctrl+R
Save a file	Ctrl+S
Scroll up a page	PgUp
Scroll down a page	PgDn
Send an instant message	Ctrl+I

America Online Commands:

Using the Download Manager Option (Ctrl+T)

Downloading is a process of transferring a file form America Online's huge software libraries right to your computer. The Download Manager enables you to choose one or more files to download during you online visit. The file are placed in a download queue or sequence. You can begin the download process at any time during you online session or when you logoff. You learn how to configure the Download Manager to work best for you.

Using the Logging Option

During your visits to America Online, you sometimes might want to see the contents of a message area or an online conference so that you can view and print them later. You have two main logging options in your America Online software, as shown in figure 3.12

- The first option is the Chat Log. During your online travels, you might attend a chat in America Online's People Connection or an online conference. The Chat log enables you to record the entire conversation.

- The second option is a Session Log. With this log, you can record all the text that you read during your visit to America Online. The log doesn't record the mail you send or the messages you post, but you can save those anyway, using the save command described previously. (You also can log instant messages if you check that option at the bottom of the Logging dialog box.)

To use your online tape recorder, follow these steps:

1. Choose the Logging... option from the File menu, which opens the Logging dialog box.

2. Select the kind of log you want to record.

3. Click on the Open button. You the see a dialog box much like the Save As... dialog box, where you are asked to name you file and indicate where it is to be saved (see fig. 3.13). The log is given a default name, such as session.log, but you can give the file any name you want, so long as it contains no more than eight characters.

4. If you want to end the online recording process, just return to the File menu, select Logging ... and choose the Close button in the Logging dialog box.

5. When you decide to resume the logging process or add to a previously created log, you need to click on the Append button in the Logging dialog box.

The logging process is flexible. You can open both logs at once if you prefer. What's more, you can append or close each log separately, depending on which one you've highlighted when you make your choice.

NOTE: Remember, America Online software can read only 32,000 characters in a single text window. When you want to read additional segments of a long file, you need to select the More option in your Open dialog box.

Using the Stop Incoming Text Option (Esc)

When you open a text window, the text begins to display in the window as it is received from America Online. If you want to stop this incoming text, select the Stop Incoming Text option, or press the Esc key.

Using the Exit Option (Alt+F4)

If you are still online when you choose to Exit for the File menu, you see a dialog box asking whether you are sure that you want to sign off (log off) from America Online (see fig. 3.14). You can select Yes to be signed off within a few seconds, but the America Online application remains open for you to continue your work offline. Or you can select No and continue you online session. If you select the Exit Application option at the right side of the dialog box, you are logged off, the America Online application is closed.

Microsoft Windows Commands:

Using the New Option (Ctrl+N)

America Online comes with a basic text editor, kind of a simple word processor, so you can write little memos, even a simple letter, or just paste text you might have grabbed from other memos or message windows online. The Memo feature is not quite as full-featured as your word processing program. For example, it's limited to 32,000 character (less than 5,000 words), not quite large enough fro your new novel, but enough for a long letter. As with any other America online text window, you can save and print your memo.

Using the Open...Option (Ctrl+O)

Choosing the Open... command brings up your standard Windows Open dialog box. It enables you to open text documents. Your are limited to 32,000 characters in an open file window; it the file is longer, you can view it in separate pieces. Just choose the More button to view the next piece of the file.

Using the Save Option (Ctrl+S)

This command saves the contents of your document window to a file that's written to disk. If you haven't saved the file before, you see a dialog box, enabling you to give the file a name.

Using the Save As... Option

This option enables you to save your document under a new name. When you select this option, you see a standard Windows dialog box in which you can specify the new name of your file.

Using the Print... Option (Ctrl+P)

Choosing the Print... option produces your regular Print dialog box (see figure 3.10). It enables you to print form any open text window. You can print a memo, your E-mail, a conference window, a message, or any other displayed text on America Online. If a window has more than one text window, such as the opening window of an online department, you should move the cursor to the text file you want to print. You can move the cursor either by clicking with the mouse or pressing the Tab key.

Using the Print Setup... Option

Choosing the Print Setup... displays your standard Print Setup dialog box, in which you can change your page size and orientation (portrait or landscape) and select various printer options. These options vary depending on the kind of printer you have.

Appendix E

LCCC's example America On Line

My name is Michaela Unterrainer, but my friends call me MICHI. I'm from Austria and my language is German. I have lived here for 8 months. I'm living with my boyfriend in Whitehall near Mac Arthur Road in an apartement. I work in a childcare center in Bethlehem,but my original job in Austria was as a waitress.I also learned to cook but I found that I don't want to cook for other people, only for my friends, my family and of course for my boyfriend. Now I'm also visiting the English as a second language class.

In my freetime I like to go bowling, swimming, do aerobics, and watch TV. Sometimes I play tennis with my friends.

I love to go out for dinner,and I love to go dancing.

Appendix F

NCC's course syllabus sampler

Weeks	**Topics**
Week 1	Writing exercise to find writing level
Nov. 22	Uses of computer
	Transitional words
	Journal
Week 2	Pre-test history of computers.
Nov. 29	What is a computer?
	History of computers
	Newspaper article discussion
	Post test history of computer
	Journal
Week 3	Pre-test Writing: (transitional words)
Dec. 6	Parts of the computer and how they work
	Newspaper article discussion
	transitional words (cont.)
	Post-test writing (transitional words)
	Journal
Week 4	Parts of the computer and how they work (cont.)
Dec. 13	Newspaper article discussion
	Writing lesson: review subject + verb + predicate

Listening, speaking, and writing exercise using a camcorder.

Journal

Week 5
Jan. 3

Pre-test keyboarding

Keyboarding

Newspaper article discussion

Practical exercises using the computer.

Post-test keyboarding

Journal

Week 6
Jan. 10

Keyboarding (cont.)

Newspaper article discussion

Writing lesson: (words review and application)

Practical exercises using the computer.

Journal

Week 7
Jan. 17

Word-processing

Newspaper article discussion

Writing lesson using the computer.

America on Line introduction

Journal

Week 8	Word-processing (cont.)
Jan. 24	Newspaper article discussion
	Writing lesson using the computer.
	America on Line
	Journal
Week 9	
Jan. 31	Word-processing
	Newspaper article discussion
	Writing lesson using the computer.
	America on Line
	Journal
Week 10	Writing lesson using the computer.
Feb. 7	Newspaper article discussion
	Writing lesson using the computer.
	America on Line
	Journal
Week 11	Pre-test
Feb 14	parts of the computer and how they work
	Newspaper article discussion
	Practical exercises using the computer.
	Post-test

	Journal
Week 12 Feb. 21	Word-processing
	Newspaper article discussion
	Writing lesson: (basic sentence structure)
	Practical exercises using the computer.
	Journal
Week 13 Feb. 28	Word-processing
	Newspaper article discussion
	Writing lesson: (basic sentence structure review)
	America on Line introduction *AOL*
	Journal
Week 14 March 7	Word-processing
	Newspaper article discussion *AOL*
	Writing lesson: (connecting sentences with coordinating conjunctions)
	Journal
Week 15 March 14	Word-processing
	Newspaper article discussion *AOL*
	Writing lesson (connecting sentences with transitions)

	Medina search strategy worksheet@
	America on Line
	Journal
Week 16 March 21	Word-processing
	Newspaper article discussion *AOL*
	Writing lesson: (combining sentences with subordinating conjunctions)
	America on Line
	Journal
Week 17 March 28	Word-processing
	Newspaper article discussion *AOL*
	Writing lesson: (weeks 4, 5, & 6 review)
	America on Line
	Journal
Week 18 April 4	Word-processing
	Newspaper article discussion *AOL*
	Writing lesson:(punctuation)
	America on Line
	Journal
Week 19 April 11	Word-processing
	Newspaper article discussion *AOL*

Writing lesson:(punctuation)

America on Line

Journal

Week 20
April 18

Word-processing

Newspaper article discussion *AOL*

Writing lesson: (verb tenses: tense and time)

America on Line

Journal

Appendix G

Sample NCC's lesson plan examples

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. familiarize with the computer.

2. identify computer components.

3. apply basic computer skills.

Activities

1. Write a script to be used in a role playing (theme "Computer Store.")

2. Role playing

3. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, pencils, markers, and newspapers.

Teaching techniques:

Modeling, explanation, and guided practice.

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. define what is a computer.
2. explain computers' history.

Activities

1. Cooperative learning
2. Create a computer historic evolution chart.
3. Summarize a newspaper/magazine's articles.
4. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, pencils, markers, and newspapers.

Teaching techniques:

modeling, explanation, and guided practice.

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. identify computer's parts.
2. understand each computer's parts role.
3. apply each computer's parts role.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

1. Create a computer's application poster (cooperative learning activity)
2. Understand the computer's vocabulary (use of the dictionary if needed)
3. Construct a rubric for a poster's presentation
4. Evaluate a performance assessment (presentation) using a rubric.
5. Write a Journal entry

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, pencils, tape, markers, and newspapers

Teaching techniques:

modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. identify a computer keyboard.
2. use a computer keyboard.
3. apply basic computer skills.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

1. Select an article from a newspaper or a magazine
2. Understand the article's vocabulary (use of the dictionary if needed)
3. Summarize a newspaper/magazine's article
4. Construct a rubric for the article presentation
5. Evaluate a performance assessment (presentation) using a rubric.
6. Write a Journal entry

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand basic word processing techniques.
2. apply basic word processing techniques.
3. apply writing lesson.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

1. Write a script to be used in a role playing (theme "Computer Class")
2. Role playing
3. Write a journal entry
4. Construct a rubric for the role playing presentation
5. Evaluate a performance assessment (presentation) using a rubric.
6. Write a journal entry

Materials:

computers, dictionaries, magazines, and newspapers

Teaching techniques:

modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. write a story.
2. communicate effectively in writing.
3. apply basic word processing computer skills.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

Independent activity - teacher one to one situation.

1. Discuss with student the idea that he/she can write a story.
2. The teacher will provide some prompts for starting the story.
3. Explain that to avoid any spelling problems , which might limit the vocabulary used, the teacher will write in the computer the story as the student dictates it.

4. As the student dictates, the teacher will ask questions to keep the narrative flowing.

5. Read the story to the student.

6. The student will word process the story.

7. Write a journal entry.

Cooperative learning activity

1. Students will review and apply word processing techniques.

2. Students will evaluate a performance assessment (presentation) using a rubric.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers.

Teaching techniques:

modeling, explanation, and guided practice.

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand basic word processing techniques.
2. apply basic word processing techniques.
3. apply writing lesson.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

1. Write a reflective composition using word processing techniques (theme "My country.")
2. Read and present the composition to the class.
3. Write a journal entry.
4. Construct a rubric for the composition and presentation.
5. Evaluate a performance assessment (presentation) using a rubric.
6. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers.

Teaching techniques:

modeling, explanation, and guided practice.

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand basic word processing techniques.

2. apply basic word processing techniques.

3. apply writing lesson.

4. create and use a rubric.

5. reflect on their writing and reading process.

Activities

1. Write a reflective composition using word processing techniques (theme "Family.")

2. Read and present the composition to the class .

3. Write a journal entry

4. Construct a rubric for the composition and presentation.

5. Evaluate a performance assessment (presentation) using a rubric.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand basic word processing techniques.
2. apply basic word processing techniques.
3. apply writing lesson.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

1. Interview a classmate
2. Write a reflective composition using word processing techniques (theme "My classmate.") -cooperative learning activity
3. Read and present the composition to the class
4. Construct a rubric for the composition and presentation. .
5. Evaluate a performance assessment (presentation) using a rubric.
6. Write a journal entry

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand what is a telecommunications service.
2. comprehend the America Online services.
3. apply basic computer skills.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

1. Select an article from a newspaper or a magazine which describes what is a telecommunications service concept
2. Select an article from a newspaper or a magazine which describes what is the America Online service
3. Incorporate similarities of articles 1 &2
4. Understand the article's vocabulary (use of the dictionary if needed)

5. Construct a rubric for the article presentation

6. Evaluate a performance assessment (presentation) using a rubric

7. Write a journal entry

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. browse America Online departments.

2. apply basic computer skills.

3. create and use a rubric.

5. reflect on their writing and reading process.

Activities

1. Select at least three AOL departments

2. Compare three AOL departments

3. Understand the article's vocabulary (use of the dictionary if needed)

4. Write a composition describing your experience

5. Construct a rubric for the composition presentation

6. Evaluate a performance assessment (presentation) using a rubric.

7. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. identify America Online organizational signposts (titles, icons, sidebars, heads and subheads.)
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading process.

Activities

1. Select at least ten titles, icons, sidebars, heads and subheads.
2. Compare the signposts.
3. Understand the signposts vocabulary (use of the dictionary if needed)
4. Write a composition describing your experience.
5. Construct a rubric for the article presentation
6. Evaluate a performance assessment (presentation) using a rubric.

7. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. apply basic computer skills.
2. create and use a rubric.
3. reflect on their writing and reading process.

Activities

1. Select one department and tour it.
2. Explore a procedural subject as well as the department itself.
3. Write a composition describing your experience.
4. Construct a rubric for the composition presentation.
5. Evaluate a performance assessment (presentation) using a rubric.
6. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand the setup and initial sign-on process of America Online.

2. apply basic computer skills.

3. create and use a rubric.

4. reflect on their writing and reading process.

Activities

1. Explore the setup and initial sign-on process of America Online.

2. Write a composition describing your experience.

3. Construct a rubric for the composition presentation.

4. Evaluate a performance assessment (presentation) using a rubric.

5. Write a journal entry

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. pull down menus of America Online and peek at dialog boxes.
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading process.

Activities

1. Explore the menus of America Online.
2. Sign on, visit the lobby and get to know an on-line guide.
3. Examine the members' directory and see if you can make a friend.
4. Write a composition describing your experience.
5. Construct a rubric for the composition presentation.
6. Evaluate a performance assessment (presentation) using a rubric.
7. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. explore the America Online Entertainment department.
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading process.

Activities

1. Explore the America Online Entertainment department.
2. Read a few movie reviews.
3. Write a composition describing your experience.
4. Construct a rubric for the composition presentation.
5. Evaluate a performance assessment (presentation) using a rubric.
6. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. explore the America Online New's & Finance department.
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading process.

Activities

1. Explore the America Online News & Finance department.
2. Search for three financial and social news.
3. Write a composition comparing the news and describing your experience.
4. Construct a rubric for the composition presentation.
5. Evaluate a performance assessment (presentation) using a rubric.
6. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. explore the America Online Learning and Reference department.
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading process.

Activities

1. Explore the America Online Learning and Reference department.
2. Select the Compton's Encyclopedia.
3. Select a theme and search it.
4. Save the findings on your disk.
5. Incorporate your findings in a written composition describing your research and experience.
6. Construct a rubric for the composition presentation.

7. Evaluate a performance assessment (presentation) using a rubric.

8. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. explore the America Online Learning and Reference department.
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading process.

Activities

1. Explore the America Online Learning and Reference department.
2. Select the Smithsonian and National Geographic magazines.
3. Select and read an article.
4. In a written composition describe your magazine article and your experience.
5. Construct a rubric for the composition presentation.
6. Present the composition to the class.

7. Evaluate a performance assessment (presentation) using a rubric.

8. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. explore the America Online People Connection department.
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading process.

Activities

1. Explore the America Online People Connection department.
2. Connect to our friends at LCCC.
3. Say hello and make plans for your next visit.
4. In a written composition describe your experience.
5. Construct a rubric for the composition presentation.
6. Present the composition to the class.

7. Evaluate a performance assessment (presentation) using a rubric.

8. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers.

Teaching techniques:

demonstration, modeling, explanation, and guided practice.

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. explore the America Online People Connection department.
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading proces.

Activities

1. Explore the America Online People Connection department.
2. Connect to our friends at LCCC.
3. Discuss the Phanton of the Opera story.
4. In a written composition describe your experience.
5. Construct a rubric for the composition presentation.
6. Present the composition to the class.

7. Evaluate a performance assessment (presentation) using a rubric.
8. Write a journal entry.

Materials:

Phantom of the Opera story, computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers.

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. explore the America Online People Connection department.
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading process.

Activities

1. Explore the America Online People Connection department.
2. Connect to our friends at LCCC .
3. Discuss the USA front page news.
4. In a written composition describe your experience.
5. Construct a rubric for the composition presentation.
6. Present the composition to the class.

7. Evaluate a performance assessment (presentation) using a rubric.

8. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. explore the America Online People Connection department.
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading process.

Activities

1. Explore the America Online People Connection department.
2. Visit the Center Stage and participate in a game show.
3. In a written composition describe your experience.
4. Construct a rubric for the composition presentation.
5. Present the composition to the class.
6. Evaluate a performance assessment (presentation) using a rubric.

7. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand the America Online electronic mail feature department.
2. send and receive some mail.
3. apply basic computer skills.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

1. Explore the America Online electronic mail.
2. Write some names into the address book.
3. Send and receive some mail.
4. Attach a file to be uploaded to a friend.
5. In a written composition describe your experience.

6. Construct a rubric for the composition presentation.

7. Present the composition to the class.

8. Evaluate a performance assessment (presentation) using a rubric.

9. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand the Privacy Act and its relationship to America Online.
2. apply basic computer skills.
3. create and use a rubric.
4. reflect on their writing and reading process.

Activities

1. Read about the Privacy Act.
2. Discuss about the Privacy Act and its relationship to America Online.
3. Read news stories which describes violations to the Privacy Act through the Internet.
4. Discuss Privacy Act safeguards.
5. In a written composition describe the Privacy Act and its safeguards.
7. Construct a rubric for the composition presentation.

8. Present the composition to the class.

9. Evaluate a performance assessment (presentation) using a rubric.

10. Write a journal entry.

Materials:

computers, computer disks, computer paper, computer mouse,, dictionaries, magazines, and newspapers.

Teaching techniques:

demonstration, modeling, explanation, and guided practice.

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand the Vietnamese culture.
2. use the America Online chat rooms to share their Vietnamese culture knowledge.
3. apply basic computer skills.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

1. See a Vietnamese cultural video.
2. Discuss about the Vietnamese culture.
3. Use the America Online chat rooms to share their Vietnamese culture knowledge.
4. In a written composition describe and contrast the Vietnamese culture.
5. Construct a rubric for the composition presentation.

6. Present the composition to the class.

7. Evaluate a performance assessment (presentation) using a rubric.

8. Write a journal entry.

Materials:

Vietnam cultural video, computers, computer disks, computer paper, computer mouse, dictionaries, magazines, and newspapers.

Teaching techniques:

demonstration, modeling, explanation, and guided practice

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand the Puerto Rican culture.
2. use the America Online chat rooms to share their Puerto Rican cultural knowledge.
3. apply basic computer skills.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

1. See a Puerto Rican cultural video.
2. Discuss about the Puerto Rican culture.
3. Use the America Online chat rooms to share their Puerto Rican culture knowledge.
4. In a written composition describe and contrast the Puerto Rican culture.
5. Construct a rubric for the composition presentation.

7. Present the composition to the class.

8. Evaluate a performance assessment (presentation) using a rubric.

9. Write a journal entry

Materials:

Puerto Rican Cultural video, computers, computer disks, computer paper, computer mouse, dictionaries, magazines, and newspapers.

Teaching techniques:

demonstration, modeling, explanation, and guided practice.

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand the Colombian culture.
2. use the America Online chat rooms to share their Colombian cultural knowledge.
3. apply basic computer skills.
4. create and use a rubric.
5. reflect on their writing and reading process.

Activities

1. See a Colombia cultural video.
2. Discuss about the Colombian culture.
3. Use the America Online chat rooms to share their Colombian culture knowledge.
4. In a written composition describe and contrast the Puerto Rican culture.
5. Construct a rubric for the composition presentation.

6. Present the composition to the class.

7. Evaluate a performance assessment (presentation) using a rubric.

8. Write a journal entry.

Materials:

Colombian Cultural video, computers, computer disks, computer paper, computer mouse, dictionaries, magazines, and newspapers.

Teaching techniques:

demonstration, modeling, explanation, and guided practice.

Curriculum Writer: Pedro J. Medina

Instructor : B. Medina **Subject:** Project Network

Objectives:

The students will be able to:

1. understand the Dominican Republic culture.
2. use the America Online Learning department to research the Dominican Republic culture.
3. use the America Online chat rooms to share their Dominican Republic culture knowledge.
4. apply basic computer skills.
5. create and use a rubric.
6. reflect on their writing and reading process.

Activities

1. Use the America Online Learning department to research the Dominican Republic culture.
2. Discuss your Dominican Republic culture research.
3. Use the America Online chat rooms to share their Dominican Republic culture knowledge.

4. In a written composition describe and contrast the Dominican Republic culture.

5. Construct a rubric for the composition presentation.

6. Present the composition to the class.

7. Evaluate a performance assessment (presentation) using a rubric.

8. Write a journal entry

Materials:

Dominican Republic cultural video, computers, computer disks, computer paper, computer mouse, dictionaries, magazines, and newspapers.

Teaching techniques:

demonstration, modeling, explanation, and guided practice.

Appendix G

NCC student's journal entry example

Journal.

February 7, 1995

Rafael E. Gutierrez.

Today, I learned about word processing program. also. I mastered **WordPerfect.**

It is very important to me, because I am learning how to write correctly in the computer. For example, now I can move the mouse, the cursor, how to use the keyboard,and how to make copies of my work.

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Appendix H

NCC student's reading log example

February 21 1995.

Shinan Wang

CELEBRATING DIVERSITY

As your class discusses Thanksgiving and the Pilgrim immigrants, this bulletin board can remind them that all American have a share in this country's great past. It would also be a great project for an entire school. Give each student a uniform-sized paper doll holding a blank rectangle over its head. The students' job is to discover their own family history and depict it in the costume and flag they willed to the doll. Assemble the finished dolls like spokes on a wheel around large blue discs that represent the earth. Add an appropriate title like "A Nation of Immigrants."

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Appendix I

NCC student's draft example

My New year Resolutions

I am going to learn more English.

This Year I am going to get my GD Diploma.

In This Year I prepare better because,

I like to go to the Lehigh Community College.

To find a new jobs in the future.

I would like to get a job as Assistant nurse.

Appendix J

NCC student's Master piece example

Manuel Silva
Tuesday April 11, 1995

BIOGRAPHY (very condensed)

My life started in april 1st in the fifties, was monday, at 3 p.m., I saw the light (light?) and the sound of the sea in a Caribbean Island.

My early years were like gold: My parents together and the sweetness was around me, all was neat, nice, and of course the best schools, the best vacations, the best cloth and the best etc.

At my thirteen birthday... Suddenly all change.
My mother is alone, my father is gone away from home and the best change to worse and worse.
Four years changed my life. At seventeen years old the maturity that touch some men at 30 was on my shoulders. The scarcity, the pain of all kind make me grow faster than the time.
At that age the family (mother and two sisters) were on my responsibility.

No body paid my College, I did it.
No body paid my University, I did it.

Work and study, day and night, seven days a week. That was my life for almost ten years.
During 1978 I was ending one career at Pedro Henriquez Ureña University and at the same time following a regular class of Medicine School at Intec University and working!!

Around 1982 the fitness activity filled my time:

-TV	-Aerobics shows/Massages
-Magazines	-Fitness counseling/Massages/Nutrition
-Business	-Ladys Gym
-Business	-Beauty parlor
-Business	-Aesthetic clinic
-Business	-Natural pharmac
-Etc., etc., etc.,	-Fitness, fitness and fitness

Was one time in my life when I could not go out and walk in the city without talk about fitness because ever where people know me. That was good and bad. Credit and friends all over and at the same time: No privacy-Zero privacy.

While my work stop my life at the fitness station, My children were borning... Of course I get married before that.
Today 1995, I'm happy.

After more than twenty five years of fitness in touch without chance for play with my kids: After Barti [illegible]

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Caracas and New York City... Fitness is a part of my life, but today it is for me, and the country of Pennsylvania is today my home, mountains, trees, peace, a lot of peace.

.....

Now I know that we should not live to work
we work to live
no body can buy one day of life
no body can buy happiness
You can buy sex, but no love
Nothing paid back days that you have lost
Only the present exist,
and the hope, the faith, that it will change to better..

If we change to better now and forever.

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Appendix K

Search Strategy Worksheet@

Medina's Search Strategy Worksheet

1. Write question

_____
_____.

2.Write keywords _____, _____, _____,
_____, _____.

3. Write descriptors you want to search first _____,
_____, _____,.

4. Write search limitations

Year of publication	_____
Documents only	_____
Articles only	_____
National only	_____
International	_____

Consult with your computer teacher for further information.

Si deseas más información habla con el instructor de computadoras.

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Appendix L

Internet glossary

Internet Glossary

Archie–Autility, developed at McGill University, which offers an electronic directory service for locating information in the Internet. The best known use of Archie is for scanning a database of the contents of more than 1000 anonymous FTP sites around the world. Known as the Archie database, it contains more than 2,100,000 file names from anonymous FTP sites. Using this database, which is accessible by e-mail or telnet, users can easily find the location of files without logging onto several machines. The Archie database is automatically updated, thereby ensuring that the information is accurate.

Because It's Time Network (BITNET)–An academic computer network based originally in IBM mainframe systems.

Bulletin Board Systems (BBS)–Computerized systems for reading and leaving messages about a specific subject. Sometimes, a BBS is a small-scale, local, electronic network that includes space for the public to leave messages and to comment on what is posted. Some bulletin board systems include space for the storage of data files.

Client Server Architecture–A system that separates the interface from the data and/or processes in order to allow maximum use of the local resources and minimized use of networks.

File Transfer Protocol (FTP)–The Internet standard, high-level protocol that allows files and software to be transferred and/or retrieved from another computer attached to a network. **Anonymous FTP sites** are Internet host computers that make certain files available to those who log-in as "anonymous" and give their e-mail addresses as passwords. Files found at anonymous FTP sites include software, utilities, documents, and mailing list or usenet group discussion archives.

Gopher–Software that allows users to search and retrieve information residing on many Internet servers in a seamless fashion. Created by team of programmers at the University of Minnesota, it links to other gopher servers to create the global gopher web (Gopherspace). Information appears to the user as a series of nested menus, resembling the organization of a directory with many sub-directories and files. The sub-directories and the files may be located either on the local server site or on remote sites served by other gopher servers.

Internet–A world-wide network of networks that serves as an information conduit for the transfer of messages and files.

Jughead–Provides a way to search Gopher menus for the local site only.

Listservs–Also known as Listserv Discussion Groups, distribute e-mail messages to members on a specific address list. The identifying names and addresses of people with common interests are grouped on a list, then stored on a computer with listserv software. A single message sent to this list (by a member of the list) is distributed automatically to everyone whose address is on the list. (Listserv is actually a trademarked name for a particular software application used for the purpose just described. The term has also come to be used for the format, as well.)

Lynx–A character-based browser that provides a full-screen interface for UNIX and VMS platforms and is very easy to use.

Mosaic–An Internet resource locator and navigator developed in 1993 by The University of Illinois National Center for Supercomputing. This software supports easy and transparent access to documents, graphics, and other diverse protocols and data formats which are found on the network. It capitalizes on the World Wide Web (see below).

National Research and Education Network (NREN)–A component of the High Performance Computing Act, approved by Congress in 1991. NREN is a five-year project intended to create a national electronic "superhighway." Proponents of the NREN claim that it will be possible to transfer the equivalent of the entire text of the Encyclopedia Britannica in one second.

Newsgroups–Electronic conferences that allow participants to hold continuing discussions over a period of time. While an e-mail message can be read only by the recipient, an article or e-mail message posted on a newsgroup can be read by many people. There are more than 1,000 national newsgroups. Newsgroups are distributed on a subnetwork of Internet called USENET.

National Science Foundation Network (NSFNET)–A backbone and several regional networks comprising a group of interconnected, high-speed hierarchical networks. NSFNET midlevel (regional) networks provide connections for regions in the United States. These regional networks also connect to the Internet.

Point-to-Point Protocol (PPP)–A protocol used to allow users to dial into the Internet with a high speed modem over a standard telephone line. PPP is a new standard replacing Serial Line Interface Protocol (see below).

Protocols–The rules established by a computer system to transmit data. The protocol must be the same for both the sending and the receiving computers to be able to exchange messages.

Serial Line Interface Protocol (SLIP)–A protocol that allows computer users at home to dial into a local Internet node with full Internet capabilities (e.g. telnet, FTP, e-mail). SLIP is being superseded by PPP (see above), but is still very common.

Transmission Control Protocol/Internet Protocol (TCP/IP)–A set of computer programs that enable communication between similar or dissimilar computers on a network.

TELNET–The Internet standard protocol that allows connection to a remote terminal, an operation referred to as "remote log-in." This term is also used as a verb, as in "to telnet" to another host computer.

USENET–A worldwide network of over 10,000 hosts and 300,000 users which supports newsgroups (see above).

Veronica–Provides keyword indexing and access for menu offerings to different information systems on the Internet. Once appropriate information systems are identified, users may telnet to those systems to query databases and services of interest.

Wide Area Information Servers (WAIS)–An Internet software protocol that allows users to search and access different types of information on many different computer systems from a single interface. The interface is termed a WAIS client. This text-based information retrieval system provides interactive access to a vast quantity and wide variety of information. WAIS can select databases from an unlimited pool, without the user needing to be familiar with the internal configurations of each database, and it helps to organize responses on the user's machine despite vast amounts of accumulated data.

World Wide Web (WWW)–A system developed in 1992 by the European Laboratory for Particle Physics (CERN) in Geneva, Switzerland, as a network tool which would link full text documents marked with HyperText Markup Language (HTML). WWW documents can contain links to other text, images, sounds, and movies.

URL--Uniform Resource Locator (address)

HTTP--Hypertext Transfer Protocol

HTML--Hypertext Markup Language